

# They Fought For Freedom



## English Workbook

by Peter Morris

I. Comprehension Skills

II. Revision of Basic Grammar

*The exercises in this workbook are keyed to the reader,  
"THEY FOUGHT FOR FREEDOM", which is available separately*

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C4. Freedom in Philadelphia — Harriet’s daily life, and her feelings.  
(About 40–60 words)

HELPING OTHERS

C5. How she started helping others, and why this was dangerous.  
(About 70–90 words)

THE UNDERGROUND RAILROAD

C6. Harriet and her gun. (About 80–100 words)

C7. The text tells us that Harriet was “smart” (page 5, line 18). Can you explain how the “famous story” (page 7, lines 4–5) shows us this?  
(About 50–70 words)

HER LATER LIFE

C8. Imagine that you are Harriet Tubman, and that a journalist has asked you, as an old lady, what most interests you and what you think is most important. What would your answer be? (About 50–80 words)

CHAPTER 2:  
ROSA PARKS AND THE  
MONTGOMERY BUS  
BOYCOTT

‘A’-QUESTIONS

HOW IT BEGAN

- A1. When does the story start?
- A2. Why does Rosa Parks get on the bus?
- A3. Why can’t she sit at the front?
- A4. How does she feel about segregation?
- A5. What does the bus driver do when the front seats are full?
- A6. Are there empty seats at the back of the bus?
- A7. Who moves when the driver shouts at them?
- A8. Why doesn’t Rosa Parks go and stand at the back of the bus?
- A9. What does the driver do now?
- A10. Where do the policemen take Mrs. Parks?
- A11. Who is E.D. Nixon?
- A12. What does he do when he gets the phone call?
- A13. What will happen to Mrs. Parks?
- A14. What does E.D. Nixon think?
- A15. What does Nixon do on Friday, the next day?
- A16. What have the civil rights groups talked about before?

THE BOYCOTT

**DR. KING'S SPEECH**

C5. Describe the situation before the meeting at the church that evening.  
(About 40–60 words)

C6. Describe what happens at the meeting itself.  
(About 50–80 words)

**WHAT THE BOYCOTT WANTS**

C7. The boycott's demands and the white reaction.  
(About 40–60 words)

C8. Are these demands extreme? What do you think of them generally?

C9. Why do you think the white leaders and the bus company say no?  
(About 30–50 words)

**THE BOYCOTT BEGINS TO WORK**

C10. What do people do in a boycott? (*In boycotts generally and in this particular one!*) (About 25–40 words)

C11. How can a boycott make its object (= *Ziel, Zielgruppe*) give in and do something that they don't want to do? (About 50–60 words)  
(Two points here. The first is described from page 17, line 15–page 18, line 4; for the second, think about page 18, lines 5–7.)

**NON-VIOLENCE**

C12. Death threats and the bomb at King's house.  
(About 70–90 words)

C13. Two reactions to violence: the crowd and Dr. King himself.  
(About 100–120 words)

**THE SUPREME COURT DECIDES**

C14. How the fight in Montgomery ends. (About 40–60 words)

C15. How change happens, and how to help it happen.  
(More, please, than for question A57!)

C16. When he heard about the Supreme Court's decision, King said, "God Almighty has spoken ..." (page 20, line 7). What did he mean by this? (About 50–70 words)

**C'-QUESTIONS**

- BLACKS AND WHITES TOGETHER?** C1. Sum up this introduction (= *Einführung*). (About 60–80 words)
- A PHOTO ... ROUND THE WORLD** C2. Describe the photo and the background to it. (About 60–80 words)
- EARLY MORNING & THE CROWD OF WHITES** C3. Retell Elizabeth's story briefly, up to the point where she reached the guards outside the school. (About 80–100 words)
- OUTSIDE THE SCHOOL** C4. Briefly retell the story in this section. (About 70–90 words)
- TAKING THE BUS** C5. Some white people were different. Describe what happened here. (About 40–50 words)
- AFTERWARDS** C6. Why do you think that Elizabeth's mother had her head bowed, and looked as if she had been crying (*page 25, lines 32–34*)?

**CHAPTER 4 :  
"WE SHALL NOT BE  
MOVED"**

**'A'-QUESTIONS**

**A SIT-IN IN MISSISSIPPI**

**HOW IT BEGAN**

**THE WAITRESSES RUN AWAY**

**THE WHITE STUDENTS ARRIVE**

- A1. What did black groups in Jackson demand?
- A2. Why did the students decide to hold a sit-in?
- A3. Where was the sit-in to be?
- A4. Who was Anne Moody? (Find two answers!)
- A5. How many students began the protest?
- A6. What did the waitress first ask the students?
- A7. How did they answer?
- A8. What did the waitress tell them?
- A9. What was Anne Moody's response?
- A10. What happened now?
- A11. How many people were now sitting at the counter?  
(*Be careful here! You need to think about the word "other" in line 10.*)
- A12. What did the white customers do now?
- A13. What time was it now?
- A14. Who began coming in?

**THE DAY OF THE 'DREAM'  
SPEECH**

- A15. What did the civil rights movement achieve (= *erreichen*)?
- A16. What happened in May 1968?
- A17. What was the day of the march like?
- A18. How many people had come?
- A19. What had many people thought was impossible?
- A20. What had been on the program so far?

**KING BEGINS TO SPEAK**

- A21. What could people see when someone made a speech?
- A22. Did Dr. King come at the beginning of the program?
- A23. What do people remember about King's speech?
- A24. Why does King keep looking down in the video?
- A25. What had been done with the text?
- A26. How good was this text?

**"TELL 'EM ABOUT THE DREAM!"**

- A27. Who was Mahalia Jackson?
- A28. What would King do when he felt depressed?
- A29. What did Jackson shout to King?
- A30. Did King react immediately?

**GOING TO CHURCH**

- A31. When did King react to Jackson?
- A32. What changed in King when he put his text to the side?

**LIKE A FREESTYLE RAP**

- A33. Why does King hardly look down in this part of the video?
- A34. What was different after King's speech?
- A35. How did President Kennedy hear the speech?
- A36. What was his reaction?
- A37. How did people who hated King react?

**WHAT THE SPEECH DID**

- A38. What did King do in this speech?
- A39. He was not just a black leader talking to blacks. What was he now?

**THE DREAM — WORLDWIDE**

- A40. What has happened to the words, 'I have a dream', since the 1960s?
- A41. What do most Americans think of the speech now?
- A42. Is there a big difference here between blacks and whites?
- A43. Do most Americans today know about the speech?

**TODAY**

- A44. What is clear today, fifty years after the speech?

**EXERCISE 34 — WRITE THE CORRECT FORMS OF THE PAST TENSE.**

Examples: *I talked (ich redete)* ⇒ *did I talk? (redete ich?)* ⇒ *I didn't talk (ich redete nicht)*  
*you talked (du redetest)* ⇒ *did you talk? (redetest du?)* ⇒ *you didn't talk (du redetest nicht)*  
*he talked (er redete)* ⇒ *did he talk? (redete er?)* ⇒ *he didn't talk (er redete nicht)*  
*she talked (sie redete)* ⇒ *did she talk? (redete sie?)* ⇒ *she didn't talk (sie redete nicht)*  
*it talked (es redete)* ⇒ *did it talk? (redete es?)* ⇒ *it didn't talk (es redete nicht)*  
*we talked (wir redeten)* ⇒ *did we talk? (redeten wir?)* ⇒ *we didn't talk (wir redeten nicht)*  
*you talked (ihr redetet)* ⇒ *did you talk? (redetet ihr?)* ⇒ *you didn't talk (ihr redetet nicht)*  
*they talked (sie redeten)* ⇒ *did they talk? (redeten sie?)* ⇒ *they didn't talk (sie redeten nicht)*

1. rufen call	a) sie riefen .....	b) riefen sie? .....	c) sie riefen nicht .....
2. versuchen try	a) du versuchtest (!) .....	b) versuchtest du? .....	c) du versuchtest nicht .....
3. verwenden use	a) er verwendete .....	b) verwendete er? .....	c) er verwendete nicht .....
4. geschehen happen	a) es geschah .....	b) geschah es? .....	c) es geschah nicht .....
5. anhalten stop	a) ich hielt an (!) .....	b) hielt sie an? .....	c) es hielt nicht an .....
6. verändern change	a) er veränderte .....	b) verändertest du? .....	c) ich veränderte nicht .....
7. behandeln treat	a) sie behandelte .....	b) behandelte er? .....	c) sie behandelten nicht .....
8. ankommen arrive	a) du kamst an .....	b) kamen sie an? .....	c) er kam nicht an .....
9. verbieten ban	a) wir verboten (!) .....	b) verbot sie? .....	c) ich verbot nicht .....
10. brauchen need	a) sie brauchte .....	b) brauchten sie? .....	c) er brauchte nicht .....
11. angreifen attack	a) es griff an .....	b) griff er an? .....	c) du griffst nicht an .....
12. beten pray	a) er betete .....	b) betetest du? .....	c) wir beteten nicht .....

Gr  
31

Gr  
32

Gr  
44

**EXERCISE 52 — COMPLETE THE SENTENCES WITH THE CORRECT TENSE.**

In each pair of sentences, use the same verb — once in the **Present Perfect**, once in the **Simple Past**.

*leave      see      work      buy      live      talk*

1. a) My mother is a teacher. She ..... at three different schools so far.  
b) Harriet Tubman ..... as a slave on a plantation in Maryland.
2. a) After the Civil War, Harriet ..... in New York State.  
b) My parents ..... here since they were married.
3. a) ..... you ever ..... about women's rights?  
b) Well, we often ..... about women's rights when my sister still lived at home.
4. a) Where is Lorna? — She ..... just ..... for work.  
b) Where is Josh? — He ..... a couple of hours ago.
5. a) Look, the people next door ..... a big new BMW.  
b) Wow! They ..... a sports car for their daughter only last week!
6. a) ..... you ..... Kathy in town last week?  
b) No, I didn't. I ..... not ..... her for months.

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Gr 32

Gr 36

Gr 37

**EXERCISE 53 — PRESENT PERFECT OR SIMPLE PAST? PUT THE VERBS INTO THE CORRECT FORM.**

1. My American friend Billy Joe .....(live) here in Germany all his life.
2. But his parents .....(go) back to the States a year ago.
3. They .....(be) homesick and .....(miss) the sun in Arizona.
4. .... you ever .....(eat) hominy grits\*? (\* Maisgrütze)
5. Yes, I .....(try) them when I .....(visit) Florida last summer.
6. But I .....(not like) them.

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**EXERCISE 54 — MEDIATION: IN ENGLISH, PLEASE!**

1. Ich habe die Aufnahme\* von der 'Dream'-Rede schon zweimal gehört. (\* recording)  
.....
2. Als ich diesen Film \*zum ersten Mal\* gesehen habe, war ich in der 7. Klasse. (\* first \*)  
.....
3. Mein Vater besitzt\* dieses Auto seit mehr als fünfzehn Jahren. (\* to own)  
.....
4. Lori ist um sechs aufgestanden, aber sie hat noch nicht gefrühstückt\*. (\* have breakfast)  
.....

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Gr 32

Gr 36

Gr 37

**EXERCISE 104 — COMPLETE THIS NEWS REPORT, USING THE SIMPLE PAST PASSIVE.**

"Hello, this is *News from the South*, brought to you by WQXR, and I'm Jasmin Harris.

A black high school student (a).....(*threaten*) by an angry crowd in Little Rock, Arkansas, this morning. The girl (b).....(*name*) by police as fifteen-year-old Elizabeth Eckford. Public school segregation (c).....(*forbid*) by the Supreme Court three years ago, but new protests (d).....(*organize*) by white groups for the start of this school year. National Guard troops (e).....(*call out*) this week to prevent the planned integration of Central High School. When Governor Orville Faubus (f).....(*ask*) to comment, reporters (g).....(*tell*) that no integration (h).....(*plan*) for schools in Arkansas — "Not now, not ever." Why (i).....(*things like this / allow; Present Passive, question form!*)?"

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**EXERCISE 105 — PRESENT PERFECT PASSIVE: MAKE NORMAL (+) & NEGATIVE SENTENCES (x)!**

*You are the manager of the Woolworth's store in Jackson, Mississippi, and have to clean up after the sit-in. In this checklist, write down what has been done (+) and what hasn't been done (x).*

1. (+) (*sweep up broken glass*) .....
2. (+) (*clean lunch counter*) .....
3. (x) (*count money from cash register*) .....
4. (x) (*check coffee machines*) .....
5. (+) (*carry broken stuff outside*) .....
6. (x) (*order new supplies*) .....

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**EXERCISE 106 — USE THE HEADLINES TO MAKE SENTENCES. USE SUITABLE TENSES!**

1. Buses bring black people to Civil Rights march For the big demonstration, ..... to Washington from all over the South .....
2. Freedom riders attacked in Georgia Reports from Atlanta say that ..... by mobs near the state border.  
**(Use the Present Perfect!)**
3. Study says most whites "just ignore" black people A government study says that ..... by most whites.
4. Birmingham leaders to reject demands for integration At a meeting tomorrow, black ..... by white city leaders in Birmingham.
5. Nobel Peace Prize given to Dr. King\* Yesterday, Dr. Martin Luther King ..... in Oslo, Norway.

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<b>In Zeitraum</b>	Monate, Ferien, Jahreszeiten, Jahre	<i>in June, in summer, in 2003</i>
<b>At Zeitpunkt</b>	Uhrzeiten; „Orientierungspunkte im Jahr“	<i>at 9 o'clock, at 4:30, at Christmas</i>
<b>On Tag und Datum</b>		<i>on Wednesday, on 23 April</i>
<b>Keine Präposition:</b>	vor <i>this ...</i> , <i>last ...</i> <i>next ...</i> , <i>every ...</i>	<i>this week, last Friday, every year</i>
<b>Merke:</b>	<i>in the evening</i>	<b>ABER</b> <i>on Sunday evening</i>
	<i>at the weekend, at the end of May, at the moment</i>	

**EXERCISE 113 — SAYING ‘WHEN’. WRITE THE SENTENCES OUT, ADDING A PREPOSITION.**

- ..... the weekend people hear about the boycott. ....
- The boycott begins ..... Monday. ....
- Martin Luther King was born ..... 1929. ....
- The *Poor People's March* was ..... August 28, 1963. ....
- In Little Rock, school began ..... September. ....
- King gave his 'Dream' speech ..... the afternoon. ....
- Harriet ran away from the plantation ..... 1849. ....
- Slaves did not usually work ..... Sundays. ....

**EXERCISE 114 — SAYING ‘WHEN’. WRITE THE SENTENCES OUT, ADDING A PREPOSITION.**

- The boycott started and ended ..... winter. ....
- The students began their sit-in ..... 11:15. ....
- The white students came in ..... about midday. ....
- This sit-in happened ..... May, 1963. ....
- It was ..... the end of the month. ....
- ..... the Christmas holidays we eat quite a lot. ....
- ..... Christmas there is no school. ....
- Elizabeth was followed ..... the 1st day of school. ....

**EXERCISE 115 — USING ‘WHEN’ PHRASES.**

Write sentences which are true for you. Add times, days, months, seasons, years or times of day as you need them.

- What time do you get up on schooldays? .....
- When do you have English? .....
- What year was your <sup>mother / father</sup> <sub>sister / brother</sub> born? .....
- When do you most often go away on holiday? .....
- When do you usually do Friday's homework? .....
- (*afternoon? evening? weekend?*)
- What time of day do you most often watch movies? .....